

Keighley St Andrew's CofE Primary School and Nursery

Lustre Street, Keighley, West Yorkshire, BD21 2ND

Inspection dates 19–20 March 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- This school has improved at a good rate since the previous inspection. It now provides all pupils with a good quality education which they really enjoy.
- Pupils achieve well from exceptionally low starting points when they join the school. The large majority of pupils reach, and many exceed, the nationally expected levels of attainment by the end of Year 6 in English and mathematics.
- Children in the Early Years Foundation Stage make excellent progress in developing their speaking, reading and writing skills.
- Teaching is good because it enables pupils to make good progress. Some teaching is outstanding.
- Lessons are almost never disrupted by poor behaviour. Pupils say they feel very safe and bullying is rare. Excellent relationships in lessons create a climate in which pupils' learning can flourish.
- Leaders, managers and governors work effectively as a team to improve the schools effectiveness. They check the quality of teaching regularly and ensure that teachers and teaching assistants receive the necessary support to improve their teaching. As a result, the quality of teaching has improved so that most is now at least good and pupils' standards across the school are rising quickly.

It is not yet an outstanding school because

- Teaching and pupils' achievement in mathematics is not as good as in English.
- In a minority of lessons, work is not always challenging enough to fully stretch all pupils.
- Not all teachers use marking well enough to help pupils to improve.

Information about this inspection

- Inspectors observed 20 lessons or parts of lessons, including one joint observation with the headteacher. Short visits were also made to classrooms, an assembly, breakfast club, a 'Rhyme Time' session for parents and pre-school children, and inspectors listened to pupils read.
- Meetings were held with pupils and other opportunities were taken to talk with pupils on the playground. Meetings were also held with members of the governing body, one representative from the local authority and members of staff including senior and middle leaders.
- Inspectors observed the school's work and looked at a range of documents including; data on pupils' progress, school development plans, documentation relating to teachers' performance over time and records relating to pupils' behaviour and safety.
- Inspectors took account of the 10 responses to the online questionnaire (Parent View) and the results of the school's own questionnaires completed by parents and staff.

Inspection team

John Dunne, Lead inspector

Additional Inspector

Peter William Harrison

Additional Inspector

Doreen Davenport

Additional Inspector

Full report

Information about this school

- St Andrew's is larger than the average-sized primary school.
- The proportion of pupils supported through school action is well-above average. The proportion supported at school action plus or with a statement of special educational needs is broadly average.
- The proportion of pupils who are eligible for the pupil premium (additional funding for children from service families, those in the care of the local authority or those known to be eligible for free school meals) is above average.
- Almost all pupils are from minority ethnic groups and speak English as an additional language. There are very few pupils at an early stage of learning English.
- The school meets the government's current floor standard, which sets the minimum expectations for pupils' attainment and progress in English and mathematics.
- During the past two years, a significant number of staff, including subject, key stage and senior leaders, have left or joined the school.

What does the school need to do to improve further?

- Improve the quality of teaching and increase pupils' progress, especially in mathematics, to outstanding by:
 - making sure that in all lessons, tasks are always challenging enough and are always closely matched to pupils' varying needs and abilities
 - ensuring all teachers allow pupils time in lessons to look at teachers' marking, understand what needs improving and why, and give them time to practise it again, so that they can learn from their mistakes.
- Improve the proportion of pupils making greater than expected progress in mathematics by:
 - effectively using skills of the subject leader to provide training to improve all teachers' subject knowledge and understanding of how to teach mathematics to the highest levels
 - providing more opportunities for pupils to apply their mathematical skills to solve a wider range of real life problems.

Inspection judgements

The achievement of pupils is good

- When children enter nursery, they do so with skills and abilities that are exceptionally low, particularly in language, mathematics and personal development. They learn in a bright and attractive set of rooms with displays and equipment, rich in examples of literacy. Skilful teaching in the Early Years Foundation Stage, based upon a very clear understanding of children's individual needs, enables children to make rapid gains in their language skills and good progress in all other areas of learning.
- Although the overall standards reached by pupils at the end of Key Stage 1 and 2 in 2011 and 2102 were below average, the school's secure data and work in pupils' books indicate that standards currently across the year groups are rising rapidly, particularly in English. This is because pupils' progress is now good and is strongly improving.
- The proportion of pupils making the expected rate of progress from Year 2 to 6 compares favourably with the national averages in English and mathematics. About one third of pupils in Year 6 in 2012 made more than expected progress in English which is above the national average. This is slightly more than the proportion that did so in mathematics.
- Pupils make good progress in reading and writing. Younger pupils effectively develop the basic skills of linking letters and the sounds they make and, as a result, are well placed to develop confidence in reading and writing. Older pupils read with confidence and expression and the school has effective individualised plans to improve reading standards for all pupils and groups. Many pupils write well, showing good improvement in their grammar and punctuation skills across a wide range of subjects.
- Progress in mathematics is also good but not as good as in English. Pupils use their calculation skills with accuracy. However, their progress in mathematics is sometimes held back because there are not enough opportunities for pupils to apply these skills to solve real life problems.
- The school promotes equal opportunities well. As a result, the few pupils at an early stage of learning English, disabled pupils and those with special educational needs make good progress. Those pupils supported by the pupil premium make as good progress, or in some cases better progress than others. In Year 6 in 2012, for example, there was no discernible gap between the attainment of those known to be eligible for a free school meal compared with other pupils and this is much narrower than the gap between these pupils nationally.

The quality of teaching is good

- The quality of teaching at St Andrew's is often good and sometimes outstanding. It has improved significantly since the previous inspection. As a result, pupils' achievement is now good. This is particularly apparent in the Early Years Foundation Stage, where children are making rapid gains in learning in their language skills.
- Some teaching is outstanding. In an English lesson, outstanding teaching and skilfully planned activities enabled pupils to extend their use of language to write a letter to persuade the government to provide more aid for countries without clean water. The pupils found the tasks so interesting it inspired them to work at pace throughout the whole lesson producing large amounts of high quality writing. The work was skilfully adapted for pupils working at different levels and so pupils of all abilities were being 'stretched'. The teacher and teaching assistant used skilful questioning to make pupils think hard about their choice of language, building strongly upon what pupils had already learnt.
- Teachers and support staff have a good understanding of where pupils need to improve and use this effectively to plan activities to extend pupils learning. They also build extremely positive and caring relationships and manage behaviour extremely well.
- Although good, not all teaching is as strong as this. In the minority of less successful lessons, teachers do not always plan work that stretches pupils of all abilities. This is most frequent in

mathematics lessons. Some teachers allow pupils to continue with too many repetitions of tasks that pupils have clearly mastered without moving them on to harder work or allowing them to apply their skills to solve real life problems.

- Pupils' books are marked regularly and some marking is exemplary. Pupils are not always given the chance to have another attempt at work they have misunderstood and so they do not always learn from and rectify their mistakes.
- Many lessons encourage pupils to explore a wide range of cultures and faiths. Teachers also provide a wide range of out-of-school activities covering an extensive range of musical, artistic, sporting and skill-based events. These exploit pupils' curiosity, build their self-confidence and strongly promote their spiritual and cultural development and enjoyment of school.

The behaviour and safety of pupils are good

- Pupils are enthusiastic learners, enjoy school and concentrate well, even when tasks are not as challenging as they might be. Misbehaviour rarely interferes with learning.
- Pupils' ability to work well on their own, and exceptionally well in groups, makes a significant contribution to their good learning. Pupils are able to work on their own for long periods. Occasionally however, when teaching is less successful, a few pupils lose concentration and this slows their progress.
- Pupils say that they feel very safe and greatly enjoy school. They are well informed about different types of bullying that they may come across. They also say that bullying of any kind is almost never a problem. They are particularly appreciative of the way adults help them if problems do occur.
- Pupils have a good understanding of the possible dangers when using computers, the internet and other new technologies and how to avoid or react to them.
- Observations in lessons and around school show that pupils treat each other, and the adults working with them, with high levels of respect, tolerance and understanding no matter their ability or background. The way in which pupils from different cultures and faiths get on well together is an impressive feature of the school and creates a very happy and positive atmosphere. Pupils are extremely polite and well-mannered and move sensibly around the school.
- Pupils are punctual to lessons and their attendance has improved significantly over the past two years and is now above average.
- Parents, pupils and staff expressed highly positive views about standards of behaviour in lessons and around school and this matched the good behaviour observed throughout the inspection.

The leadership and management are good

- Over the past two years, there have been a significant number of staff joining or leaving the school at all levels. Nonetheless, the unwavering determination of the headteacher, well supported by governors and the local authority, has enabled leaders to manage this effectively and standards across the school are now rising quickly.
 - The headteacher has skilfully developed a stable team of capable and committed senior leaders and subject managers who have a shared understanding and determination to rapidly bring about further improvement. Since the previous inspection pupils' achievement, teaching and attendance have all improved significantly, demonstrating the school's capacity for further improvement.
 - Senior and subject leaders manage their areas of responsibility effectively. They regularly and carefully check how well pupils are doing and use this information to put in place swift and effective actions to deal with any pupil or group that start to fall behind and to ensure that all pupils have equal opportunities to succeed. As a result, pupils' progress is improving at a good
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rate. They are fully aware of the steps that are needed to improve the quality of teaching in mathematics and that achievement in mathematics is already starting to improve. However, they are yet to ensure that all teachers have a very good knowledge and understanding of how to teach mathematics which continues to hold back the achievement of some pupils.

- The effectiveness of teaching is checked regularly. Staff are given good guidance about what they need to do to improve and receive good quality training to support their development. Teachers are set clear and challenging targets based on improving their teaching and making sure pupils make good progress. Teachers only move up the pay scale when they can clearly demonstrate that their teaching is good enough to secure good achievement.
 - The pupil premium funding is used well to provide additional, small group teaching in English and mathematics which is improving standards for those pupils.
 - The school is committed to promoting equality and tackling discrimination and this is evident in the way all pupils including disabled pupils and pupils from many cultures and backgrounds get on so well together and achieve equally well.
 - The good curriculum provides many opportunities for pupils to use their writing skills creatively and across many subjects. There are fewer opportunities for pupils to apply their mathematical skills by solving real life problems. There are many opportunities for pupils to take part in sporting and cultural activities as well as residential trips. These make a strong contribution to pupils' spiritual, moral, social and cultural development.
 - The local authority provided effective support after the previous inspection, enabling the school to benefit from a number of consultants' advice, but recently it has adopted a more 'light touch' approach as the school has improved.
 - **The governance of the school:**
 - Governors have a clear understanding of how well the school is performing and provide challenge to school leaders. They review information about pupils' progress and understand that the priority for the school is to continue to raise achievement for all pupils, particularly in mathematics. School finances are managed well and the governors have used the extra pupil premium money to help these pupils improve their basic skills. Governors are fully involved in checking the quality of teaching. They know that teachers' targets are linked to improvements in teaching and pupils' progress, and are linked to pay awards. They ensure that the school is a safe and secure place for pupils to learn and all statutory safeguarding requirements are met.
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What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	107339
Local authority	Bradford
Inspection number	405099

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	475
Appropriate authority	The governing body
Chair	Peter Mott
Headteacher	Salema Curtis
Date of previous school inspection	11 May 2011
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